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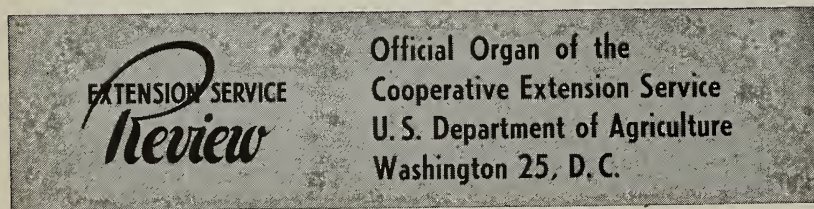
EXTENSION SERVICE *Review*

JANUARY 1952

Featuring Summer Schools

In this issue -

	Page
First Call to Summer School	3
Graduate Study in Extension <i>T. Guy Stewart</i>	4
Extension Students Learn To Do by Doing	5
Just What Is My Job <i>W. L. Roark and Max McDonald</i>	6
Turkey Sets Up Extension Service <i>Calvert Anderson</i>	7
Point Four . . . A New Name for an Old Job! <i>Frank E. Pinder</i>	8
Fat Quail and Big Fish <i>Earl Franklin Kennamer</i>	10
What Teen-Agers Want To Read? <i>Patricia A. Watts</i>	11
The 4-H Quiz Show of the Air <i>George Allen</i>	12
Science Flashes	13



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LESTER A. SCHLUP, *Chief*
CLARA BAILEY ACKERMAN, *Editor*
DOROTHY L. BIGELOW, *Associate Editor*
GERTRUDE L. POWER, *Art Editor*

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The Cover

● The library is indispensable to any educational institution. This everyday scene at the University of West Virginia Library is typical of college life and so was used to call attention to summer school announcements. For this fine picture, we are indebted to Leighton G. Watson, extension editor in West Virginia. The picture was taken by James E. McMillion, Jr.

This Month

● January is "March of Dimes Month" when many extension groups take time out to consider the problems of polio which for the fourth successive year have reached epidemic proportions.

● Frank E. Pinder, author of "Point 4—A New Name for an Old Job" is now back in this country enrolled in the Graduate School of Agricultural Economics, Cornell University, under the auspices of the Foreign Service Institute, State Department. He is looking forward to again going back to his work in Liberia just as soon as he finishes his studies in June.

Next Month

● It's the garden program that makes the headlines with a short look at the National Garden Program of 1952 and what pattern it is taking.

● Six county agents have made a real contribution to peace on earth by their achievements in screening the farm workers coming to this country from among those unfortunate people without a country so badly hit by the dislocations of war. They are back from Germany now and their activities will be described by the Chairman of the Displaced Persons Commission next month.

● Other articles with ideas for practical extension workers are the results of Harlan Geiger's study on what help Iowa young folks feel they need; group dynamics as explored in an Oregon conference; how the lowly potato was given plenty of appeal in New York; and the results of consumer education on eggs in Wisconsin.

First Call to Summer School

WITH the old year gone out in the glow of the holidays and a serious new year ahead, summer school again bobs up in the thinking of many extension workers. This is not confined to any one region, for last year the 550 students attending the 5 regional summer schools came from 46 different States. Nearly half of the States were represented by 10 or more persons.

In the natural course of events even more are probably at this writing turning over in their minds the relative merits of different locations and courses or may have already put out feelers on leave and substitutes.

A summer school survey taken by each of the three national agent's associations has stimulated considerable interest. Among agricultural agents, Chairman E. O. Williams of the professional improvement committee found that "there seemed to be a decided demand for subject-matter refresher courses. Agents asked for something down to earth, and practical — something that would help with the first office call or farm visit after he returned to the job."

What do the agents who have attended say is the best thing about summer school? Both men and women rated very high the opportunity to exchange ideas and good fellowship. They found it refreshing to get away from their own work and their own State for a while. They liked to be brought up to date on technical information. A change in climate and scenery was also appreciated.

Among the reasons for not attending summer school, the men rated finances as most important. The family situation was placed second and the county program third. The women found interference with the county program the greatest stumbling block. Second they placed finances and third, family situation.

Scholarships relieve the financial



These nine agents from North Dakota were enrolled in the Colorado summer sessions. Nearly 20 percent of the State staff took some advanced work in their respective fields last year.

strain and there are quite a number available. The latest list of fellowships and scholarships appears in the June 1951 issue of the REVIEW. A few extra copies are available for those who have misplaced theirs.

Many agents are successfully surmounting the difficulty of interference with their county program by early planning and cooperation. The results are rewarding to the county program as well as to the individual.

A New York home demonstration agent, reluctant to take leave for further training because of the general world situation, reported afterward that "my studies did much to help me to work with other people in adjusting to life in a rapidly changing world."

A Kentucky home demonstration agent, Rowena I. Sullivan of Simpson County, reported on her summer school experience at Cornell that "of greatest importance was the opportunity to associate, and exchange ideas, with other extension workers. . . . The ideas presented, and the help received, will be valu-

able in all phases of the local Extension program."

Summer school ambitions are encouraged by the administration in most States. Last year in Kentucky, a survey was taken to determine what short courses were of major interest to the home demonstration staff. Landscaping, tailoring, and upholstering claimed first interest. Two short courses of a week's duration were offered—one in tailoring and one in landscaping to meet the needs of these agents. The short courses, both at the University of Kentucky and in the regional summer schools, were brought to the attention of the agents. To keep expenses at a minimum at the university, dormitory facilities were made available. As a result 40 of the 113 home demonstration agents took some advanced training.

Potential summer school students can choose their subjects from the interesting and worth-while array listed on the back page of this magazine and get their plans rolling for an interesting and profitable summer in 1952.

Graduate Study in Extension

T. GUY STEWART, Extension Supervisor, Colorado.

THE rapidly changing pattern of agriculture and rural living and increasing requests of urban families for information have broadened the field of Extension and placed new responsibilities on extension workers. These changes demand astute adaptability on the part of extension workers to deal efficiently with the fast pace of developments and emergencies.

To cope with the rapidly changing problems in soil, water, crops, animals, people and allied factors, extension workers are finding themselves in need of *information and study* beyond the scope of their academic degrees and experiences in their one particular field of technical agriculture or home economics. Further understanding and knowledge can be gained in part by graduate study in extension education.

What do you study—if you take time to study? What courses are generally selected by extension workers for graduate study in extension education at the land-grant colleges, and more specifically at Colorado A. & M. College at Fort Collins, Colo.?

Since most extension workers have degrees in technical agriculture or home economics, their first interest usually is in the fields of education, psychology, sociology, and economics. A secondary need is for subject-matter courses which fill the gaps in technical information or helps to provide that general fund of knowledge essential to good extension work.

A county agent in South Dakota, who majored in animal husbandry, arranged the following study plan:

Extension principles and methods, rural sociology for extension workers, psychology for extension workers, organization and development of extension programs,

public relations in extension education, public affairs in extension education, advanced philosophy of vocational education, administration and supervision in extension work, political influences affecting extension work.

Conference leading for extension workers, basic evaluation adapted to extension teaching, agricultural marketing for extension workers, extension information service, soil conservation principles and practices, advanced range management, conducting and reporting graduate study, seminar in educational research, and advanced seminar in educational research, including master's report of an original educational research problem.

The study plan arranged by a home demonstration agent from Missouri differed from the county agent's plan largely in the technical subject-matter electives. Instead of some agricultural subjects, she elected the following subjects:

Consumer education for extension workers, principles in the development of youth programs, readings in child development, rural housing, and rural health.

The department of psychology and education at Colorado A. & M. College requires that graduate students in extension education include the following basic courses in their study plans:

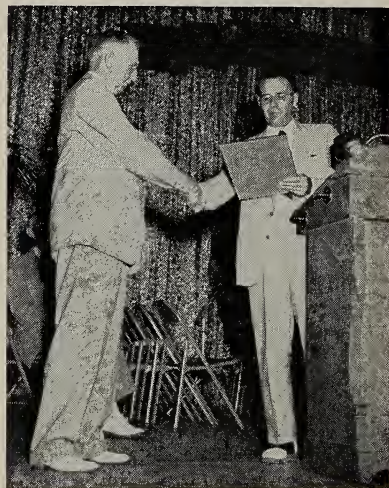
Principles and techniques in extension education, psychology for extension workers, rural sociology for extension workers, conducting and reporting graduate study, seminar in educational research, and advanced seminar in educational research (including the master's report).

Elective subjects which graduate students select are determined to some extent by the plan for at-

tendance which the student arranges. Subjects with an extension viewpoint are largely given during summer terms at Colorado A. & M. College. We encourage extension workers to arrange attendance during the short summer terms. The cooperative attitude of department heads and instructors permits graduate students to give extension adaptation to courses given during the fall, winter and spring quarters, so that it is possible for a student to attend one or two quarters, then finish during summer terms.

Extension workers who hold a bachelor's or equivalent degree, with a "B" average during their senior year, and furnish evidence of a minimum of 3 years of successful experience in extension work, may be accepted as candidates for a master of education degree with a major in extension education. Forty-five quarter credits are required for the master's degree, of which 35 must be earned on the Colorado A. & M. College campus.

For Outstanding Service



Prof. William J. Wright of Stockbridge, Mich., State leader of 4-H Club agents in New York from 1918 until 1942, was honored at the New York State 4-H Club Congress for "outstanding service to 4-H Clubs." Dean W. I. Myers made the presentation.

Extension Students Learn To Do by Doing



Extension majors at the University of Nebraska who trained under the direction of agricultural and home demonstration agents.

THE experience I had this summer will prove invaluable when I have a job of my own." "The summer has convinced me that my chosen career is the right one for me." "I still feel that experience is the best teacher and these past 3 months will seem like a very short time a year from now." "The 3 months' work in the county extension office was very fruitful. It proved to be more worth while and interesting than I had anticipated."

These are some of the comments from Nebraska College of Agriculture students, regarding the summer training they experienced in seven different county extension programs during the summer of 1951. This training was part of a field course in extension methods in which they were enrolled.

In Nebraska, agriculture and home economics students who are looking forward to careers as extension workers have the opportunity to test their abilities and ap-

titudes. During the summer between their junior and senior years, they are assigned to work with home agents and agricultural agents in selected counties. There they learn to do by doing. They participate fully in the extension program in that county under the instruction of the county extension agents and the district supervisors. These experiences prove whether or not a student can do the following things: get along with people; teach by answering questions, and speaking to groups or giving demonstrations; plan and organize an extension activity, with initiative enough to start and complete a job; follow instructions with common sense and good judgment; make intelligent use of constructive criticism; adjust to changes in situations and carry on throughout the summer with interest and enthusiasm.

In the middle of the summer, the extension students meet in con-

ference at Lincoln to evaluate their experiences with Ethel Saxton and Elton Lux, instructors in the extension methods courses. Friendly discussion of their success and mistakes helps the students to develop a self analytical attitude. Assistance from the college is given them to improve skills in radio and other publicity work.

The enthusiasm of these young people in entering into community life has won them many friends among the people with whom they work. Their community activities, which are varied and many, include community and county fairs, 4-H Club camps, picnics, 4-H and home extension club meetings. The people they meet become much interested in their training and future careers.

At the same time that the college students are deciding whether or not they would like to do extension work, the extension staff is also deciding whether or not each young person could develop into a mature, self-confident extension worker. In case one does not seem to have the necessary traits, it is not too late to assist the student in preparing for another profession.

This field course in extension methods is required of extension majors at Nebraska for which the student earns 3 hours' credit. Preceding the field course he takes one which introduces him to the Extension Service as it operates in Nebraska. Following the field experience he enrolls in a course dealing with extension teaching methods, procedures for program planning and evaluation, and relationships within the county extension office and with the public. The extension methods courses are open to both men and women.

● A special commemorative U. S. 3-cent postage stamp honoring 4-H clubs went on sale January 15 in Springfield, Ohio, with appropriate ceremonies. The green stamp is very attractive showing a typical group of farm buildings, the 4-leaf clover symbol, and a boy and girl 4-H Club member. Across the top is the motto "To Make the Best Better."

Just What Is My Job?

Third in a series on the job of the county agent. The first printed in the November issue was a symposium by four New York specialists. Last month, county agents from New York and Rhode Island took up the discussion.

... A MISSIONARY

W. L. ROARK, County Agent,
Rapides Parish, La.

THE county agricultural agent in every county where agriculture represents the major industry is an important representative, if not the most important one in the county. The county agent represents the State university in the county. He comes in contact with more people in the county than any other educator in the county. His primary responsibility is to bring new agricultural science to every farm family and to every other citizen in the county interested in agriculture. The county agent must never lose sight of the fact that the heart of his profession is the relationship with rural people. He works with farmers and their families, with business and professional citizens, church groups, and with youth.

The county agent must be endowed with patience, enthusiasm, and sound judgment. He must be able and possess the ability to work with farm people and all other groups in the county. He has been trained to use more methods in his teaching than any other teacher. His method of teaching includes result demonstrations, method demonstrations, field meetings, tours, farm and home visits, office and phone calls, radio programs, news articles, general and special meetings that include discussions, slides, and motion pictures, personal and circular letters, leaflets and bulletins, and farm exhibits at fairs.

The most effective method of teaching better farming among farm people is through result and method demonstrations. More than

thirty years ago a great leader in agricultural education made the following statement that is still just as important as when he made it. "What a man hears, he may doubt; what a man reads, he may doubt; even what a man sees, he may doubt; but what a man does and experiences, he cannot doubt." Result demonstrations are just as effective and necessary today as they were when extension education was established.

The county agent is still a missionary in extension work. The Extension Service is still the most effective single educational force in agricultural service at work with the adult farmer and youth of this Nation.

... A SALESMAN

MAX McDONALD, County Agent,
Madison Parish, La.

"JUST what is my job as county agent?" is a good question for an argument any day with any group of county agents anywhere. Basically, my job is given to me by the writers of the original Smith-Lever Act when they said, "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same."

If I aid in disseminating information then I'm a teacher. But there is more, namely, "to encourage the use of same." This statement makes me more than a teacher. I must sell, so I'm a salesman. A traveling salesman, because I travel all over my parish or county selling new scientific facts and improved practices that have been

proven by the experiment stations. First, I have to sell myself when I am new in a parish, so that farmers will have confidence in me and have respect for the answers I give to their questions.

I do not usually carry a brief case or a big price list book. I have most of my wares cataloged in my mind and can answer most questions without reference. However, when necessary, I can turn to experiment station results, bulletins, books, and specialists for more wares to sell or to answer questions asked by farmers.

Yes, I must be a salesman to do a good job, just telling them about it won't get the job done. I must sell it to them. Sometimes I have to use all of the various sales methods at my command to make a sale. If a circular letter and news article don't make the sale, I must try a farm visit, or maybe a tour. If this doesn't make a sale, I hem him up in a corner and give him the whole load and say, "Look, let's try this thing out right here on your farm." If you get him to carry on a result demonstration, chances are you have your sale made.

Yes, the county agent's job is that of a salesman. We have sold winter legumes, terracing, ditching, hybrid corn, and insect control, and as science and research men continue to develop new ideas and new ways our job will still be to sell these proven scientific data. A good example of this is the use of DDT to control livestock parasites. DDT was released to the public about 5 years ago. Research men had already proved that DDT would control lice and horn flies. We, county agents, began to sell cattlemen on the necessity of spraying or dipping cattle to control these parasites. We used circular letters, news articles, bulletins, radio, method demonstrations, and result demonstrations. As a result of this salesmanship I would say DDT is used on the majority of cattle in this area.

Yes, I still say I am a salesman, and a good salesman when I sell new, adapted practices to my farmers and the application spells PROGRESS.

Turkey Sets Up Extension Service

Calvert Anderson, agricultural editor and assistant to the director in Washington, recently spent 6 months overseas, and here reports on the development of an extension service in Turkey.

"**T**URKISH county agents are so much like those in the United States they even have to write monthly reports and keep daily summaries," says Harry Gould, former associate extension director in Nebraska. Gould is now adviser to the Turkish Ministry of Agriculture on Extension work. He is a member of the Starch group, a part of the Economic Cooperation Administration Mission to Turkey.

The expanding Extension Service—called Teknik Ziraat Teskilati in Turkey, is attracting to it a group of men who have the same ideals of service and faith in agriculture as the American county agent, Gould says. This is made evident by their approach to their job and their constant effort to increase their efficiency.

The extension program in Turkey was established by basic law in 1941. In 1943 a comprehensive set of rules and regulations for the

service was adopted and the organization has grown since that time.

At present there are Teknik Ziraat Teskilati organizations in 10 of Turkey's 63 provinces, four of them having been established this year. Plans of the Ministry of Agriculture call for establishment of the work in 10 more provinces in 1952.

"Our work with the Turkish government and people is not an effort to model their program after ours in America," Gould says. "Rather it is an attempt to give them the benefit of our experiences, our mistakes and our successes, and then to build a program designed to fit Turkish conditions, Turkish philosophies and Turkish people."

The work is established on a different organizational basis than the American Extension Service. In Ankara, in the Ministry of Agriculture, there is a headquarters office, with a national director of

extension, who handles administration of the entire program. The present director is Selami Uraz, who spent 13½ months in the United States studying extension work in the States of Washington, Texas, and Wisconsin and in the Federal office in Washington, D. C.

Each province also has a Teknik Ziraat Teskilati director who has general charge of the work there. The provincial director has a staff of subject-matter specialists in various fields of agriculture important to the province.

A province is broken down into a number of kazas or counties, and each of these has an agricultural technician who heads up the work. Normally each kaza technician has an assistant.

Working under the kaza technicians are the "village teachers." These men are not teachers in the formal sense but are members of the staff who actually contact the farmers.

Each village teacher has a group of 20 to 25 villages assigned, and it is there that he carries on his work. Turkish farmers, virtually 100 per cent, live in small villages and travel to and from their fields.

The village teacher is required by law to spend 160 days of each year actually in the villages working with the farmers. In the summer his work will consist of many service functions and actual contacts in the field. During the winter months, he holds meetings in the village coffee house or school building and develops the farm program of the area.

Turkish Teknik Ziraat Teskilati regulations require that annual meetings be held on a village, kaza and provincial basis to plan the agricultural programs. These meet-

(Continued on page 15)



Harry J. Gould explains an American farm truck to 47 agents attending a 5-day orientation course in modern extension methods.

I SUPPOSE that I have been working at "Point Four" all my life—helping underdeveloped people to help themselves, by showing them how to make the best use of what they have, and of what they can get with just a little lift.

It began back in Florida, my native State, when I kept myself in college by serving as assistant to the State farm agent, and began organizing small farm cooperatives. That was in 1929. Four years later I was out in the field on my own, as county farm agent in Alachua County, working through group organizations and individual farms—specializing in food and feed crops, cash crops, and livestock.

Later, I came to Washington, and did the same type of self-help planning and organization, on a national scale, for the Farm Security Administration. So, when the invitation came to join the Foreign Economic Administration's mission to Liberia, I regarded it as an opportunity to apply the techniques and point of view which had worked out successfully with low-income farmers in this country, to the problems of the people in the Liberian bush. And I believe that I was right.

Initial supplies of vegetable seed, small farm tools, fertilizers and insecticides were sold at a percentage mark-up over and above cost, and it was highly encouraging, but in no way surprising to those of us familiar with the latent capacities present among most people of limited opportunity, to see that loan, plus 3 percent interest charges, replaced in the 2-year period 1945-1947. That loan did not represent paternalism, which not only is not wanted, but is often deeply resented by participating peoples. It represented successful, productive cooperation.

This same roots-in-the-earth program is now being carried forward by the Liberian Department of Agriculture and Commerce. This department, in itself, is a demonstration of the intense interest in self-development shown by the Liberian people, for when our agricultural mission began its work in 1944, we found ourselves dealing with a government unit of bureau status,

POINT FOUR...

a New Name for an Old Job!

FRANK E. PINDER, Formerly County Agent, Alachua County, Fla.

with a total annual operating fund of \$6,000, including the salaries of the bureau head and five aides. Today, 7 years later, we deal with an independent department of cabinet status backed by a regular budget of \$175,000, with a supplemental budget of \$200,000 for Point Four development, and a corps of more than 125 aides!

The present Point Four emphasis is on cash crops, to help raise living standards and increase the purchasing power of the Liberian people as a whole. Rubber is the principal cash export crop, with an annual export of 30,000 tons, absorbed, principally, by the United States. A major part of this crop is grown by the Firestone Plantation, which consists of 80,000 acres. Another portion, of approximately 17,000 acres, is produced by individual Liberian farmers.

Realizing the disastrous results of the one-crop system in any country, we undertook, soon after our arrival, to encourage the Liberian Government to diversify the one-crop rubber economy of the Man-in-the-Bush. With this in mind we placed special emphasis on the cultivation of cocoa, coffee, Improved Nigerian oil palms and the Gros Michel bananas.

From 1947 through the 1950 crop year, acreage in these items included 22,500 acres of cocoa, 8,500 acres of Improved Nigerian oil palms, and 3,000 acres of coffee. This production was distributed through the five coastal counties of Monserrado, Grand Bassa, Sinoe, Grand Cape Mount, and Maryland, and the Eastern, Central, and Western Provinces.

In the latter part of 1950, a group of farmers was encouraged to make three sample shipments of Gros Michel bananas to the New Orleans market, via the Delta Steam-

ship Company. These bananas arrived in good shape, according to Delta's commercial agent at New Orleans. They were fat and compared favorably with the best Central American type, and were sold on the New Orleans, Shreveport, and Dallas markets.

Small farmers—the Men-in-the-Bush—are producing these crops with their "Two Cent" program, their "Pennies of Progress" which have been buying for them disease-free seeds, have come out of their own pockets. They have looked to the United States only for technical guidance.

I just wish that more of my fellow workers in the United States could drive with me over the main highway of Liberia's Central Province, and observe the changes made by the foods program. On every side they would see diversified farming and evidence of increased net worth and raised living standards among the producing families, in the great variety of garden produce such as cabbages, tomatoes, sweet peppers, eggplant, squash, string and lima beans, and pumpkins, being grown by individual farmers.

Farm families are using large quantities of these foods for themselves, and their improved diet is showing up in better physical condition. And they are raising enough to sell a sizable surplus for cash, to the Harbel and Monrovia markets, providing these farmers, for the first time, with an appreciable cash income—all as a result of the foods program.

On the livestock side of the foods program, the Liberian Government has imported from the United States for improvement purposes, Brahma cattle, including bulls and heifers, Hampshire and Duroc-Jersey hogs, and several thousand New Hampshire Red, Barred Plymouth



Author Frank E. Pinder (left) helps to assemble vegetables for shipment to the Monrovia market.



Demonstrating to native agricultural aides the proper way of setting out a young cabbage plant.

Rock, and White Leghorn day-old chickens, flown over for basic stock. Offspring of this basic stock are now being distributed to farmers throughout Liberia, at a nominal fee, and it is no longer strange to go into any section of the country and see specimens of the better breeds of American livestock, including chickens, in the native villages.

The agricultural mission's initial

survey showed that some simple machinery was needed to increase the production and quality of cash export crops. To this end we introduced a number of palm oil mills and rice mills, which are used on a community basis to reduce the man-hours used for production of these crops and release labor needed for other essential jobs. This first step above present farming methods will be introduced on a

large scale, eventually, throughout the heavy producing areas.

There is only one workable approach, that I know of, to the confidence and cooperation of any people, and that is to recognize them as good neighbors—not patronize them as poor relations. We must make our approaches with our hearts and mind right. And only those who can see good neighbors in native populations with definite, proud cultures of their own, should undertake to work among them.

Another and highly important point to remember in working with our neighbors in underdeveloped areas is that the missionaries were there ahead of us. Sometimes there seems to be a tendency to criticize them—to say that they “think that they have a vested interest” in the people, and what-not. But the point is that they have an interest, and I believe a very sincere one in the people. They really have proof of that. They deserve our respect and we need their cooperation.

In Liberia we have had the active cooperation of Cuttington College, a Protestant Episcopal Mission at Suakoko, of the Booker T. Washington Agricultural and Industrial Institute at Kakata, of the Methodist Missions at Gbarnga and Ganta, all in the Liberian hinterland, and at Suehn Baptist Mission, at Suehn. They were of great help to us in extending the program through the families within their radius of influence. They helped to accelerate the spread of our program and to give it stability, by lending themselves as demonstration centers.

The old maxim of the county agent—“Don’t tell—show!” is just as much in order in Point Four situations as it is under those at home. But Point Four takes a lot of showing!

That showing has meant, for me, 30,000 miles traveled on foot and by canoe in the past 7 years, often on my hands and knees for miles, through jungle considered impassable even by natives. But at the end of the hard trip by “ankle express,” there was the reward of another area opened up to progress.

(Continued on page 15)

Fat Quail and Big Fish

EARL FRANKLIN KENNAMER
Extension Fish and Wildlife Specialist, Alabama

FISH and game planning on the farm is becoming as commonplace as bread and butter. Increasing hunting and fishing pressure and increasing interest in the conservation of wildlife have stimulated such planning. Farmers, who control the greater portion of hunting and fishing land, now realize their outdoor recreation depends upon their developing wildlife on their own lands.

Extension workers had a part in developing wildlife programs. County agents are showing landowners daily how to build and manage farm ponds and how to manage their farms for optimum game and fur production.

In my own State of Alabama, county agents helped farmers to build 7,500 ponds in the past 15 years. They are working constantly with these landowners to keep the ponds in top fish production. When a pond gives poor fishing the specialist is called in to analyze the trouble and recommend corrective measures. Some of the other questions asked of a specialist in wild-

life are how to increase the quail on farm acres through food and cover management, what farm practices will increase the number of squirrels and wild turkeys and how to trap furbearers for extra cash.

Income projects such as sale of fishing permits, leases to hunt on farmland, pheasant production for the restaurant trade, the growing of bird food crops are popular. The sale of fish bait alone (minnows, crickets, and earthworms) amounted to about \$291,000 in Alabama in 1950.

The wildlife program includes the control of animals which cause damage. This seems to include everything from crayfish to beavers. The supervision of fox rabies campaigns in Alabama counties is a part of the predator control programs when requested.

In some States wildlife education is done by a number of extension specialists as a part of their regular programs. The extension forester finds the conservation of wildlife fits into his woodlot manage-

ment program; game and fish problems are handled by the extension soil conservationist, and the 4-H leader does an admirable job in injecting wildlife planning into his 4-H instruction.

Florida's 4-H agent has been organizing wildlife summer camps almost annually for club members who have accomplished creditable work in forestry and wildlife. Club members in that State own and manage a 400-acre demonstration area for timber, game, and fish.

In Kentucky, 4-H'ers are taught how to use fly and baitcasting tackle. W. C. Abbot, extension club agent in Louisiana, encourages 4-H boys and girls to trap muskrats for income. His clubs have set more than a million lespedeza bicolor plants for wildlife projects.

4-H youth in Oklahoma has been engaged in wildlife projects since 1936. A fishing contest was the feature of a recent 4-H conservation camp in Nebraska. At least four annual fox-trapping contests have been conducted for farm boys in New York. Winners in the contests were selected on the basis of the number of foxes taken and the best preparation of pelts for market. Traps, guns, and fishing tackle were given as prizes for winners.

Fish and wildlife education has become of such importance in several States that the Extension Service has employed full-time workers. R. E. Callender, extension wildlife conservation specialist, Texas, is a veteran in this field. In one recent year 3,345 new ponds were constructed in the Lone Star State. Callender stated that landowners made an estimated \$1,886,000 from hunting and fishing leases on their farms and ranches in a recent year, and more than 20,000 ranchers participate in cooperative game-management demonstration areas.

R. Franklin Dugan, extension wildlife management specialist of West Virginia, is working with agencies and individuals associated with wildlife problems. He is constantly seeking to improve the quality of 4-H conservation activities.

In Michigan, Charles E. Shick is

(Continued on page 15)



In a trapping demonstration Mr. Kennamer shows how to set "steel" for a fur bearer.

What Do Teen-Agers Want To Read?

PATRICIA A. WATTS, 16-year-old author of this article, represented the reading interests of youth at the Conference on Rural Reading. An active 4-H Club member for the past 5 years, she received the Maryland State leadership award in 1950.

TO FIND out what are really the reading interests of young people I decided to go out and talk to them. I took a day from school and went to the large library in Baltimore and sat down in the corner to watch the young people come in and go out to see what kind of books they took. Then I talked to the librarian about it. Next I tried the corner drug store where rural young people are in the habit of going. Here I got information right from "the horse's mouth" so to speak. I watched them buy from the bookstand and comic racks. I talked to them about what they read.

When you talk to adults about the reading interests of young people, you get a comment like "Well, I never cease to be amazed at what young people read — the small amount of literature—it is beyond comprehension." Most of this is said in a sarcastic tone.

When you talk to the young person about it he says "I like to read, but there isn't enough time." Maybe that is no excuse. But look at it from the teen-ager's angle. You can glance at the headlines and get an idea of what is going on in the world. You can listen to the radio while you finish your home work. Of course, teen-agers read magazines—particularly when they have a lot of pictures, because it is faster that way. Going to the movies is a regular dating habit. But have you ever heard of a couple staying home to read a book?

In previous times most of the education was done by reading. Today when you go into a modern classroom you see that the motion picture projector has become standard equipment and you see that the teen-agers are required to read certain magazines once a week to keep up with the news and the weekly newspapers. Most of the schools have several radios and many have television. All of these have helped

to liven our classroom, but what has become of reading? Books and magazines represent competition for leisure time and modern trends in education. They have been important influences in making young people less reading-conscious and less interested in reading.

One of the boys who belongs to our 4-H Club told me last summer he was confined to a hospital with rheumatic fever and read two books a day there. Before he went to the hospital he didn't read one book a month. It seemed pretty bad to me that teen-agers have to have such an unusual situation before they can really do the reading they would like to do.

A letter from a friend, a girl of my own age who had been spending several weeks on an island off the coast of Maine, tells me how thrilled she was because up there she could just sit in a cozy chair and curl up before the fireplace with a good book. Teen-agers are really interested in reading but they just don't get around to doing it as much as they would like.

Another factor, is the light. I hear people say that farmers want to read but it is better to go to bed. But really if people were educated to have a good light to read by, they would find it more interesting. We had a lighting demonstration circulated from one 4-H Club to another in our county. I tried it out in my own home and you would be surprised to see the improvement.

Some young people will tell you they read enough. They do read newspapers but I think they focus attention on sports or the college page rather than the headlines and news section. They also like to read the fashions, homemaking and how-to-do-it stories. Teen-agers do a lot of magazine reading and they like to read from the pictures. It is quicker. They like magazines that have good articles in a condensed

form. They spend a lot of time reading the comics.

In the 4-H Club lots of things have already been done by the young people themselves. In Kentucky, one girl started a bookmobile for her area. That is really an accomplishment for a young girl. In another place they started a community library and collected used books they did not have the money to buy.

Why should young people read? We all know that our form of Government is founded upon the individual, that each citizen may govern his own life, and that every citizen must be intelligent and well educated so that he can make the decisions wisely. In this there is no substitute for reading.

Teen-agers are puzzled and confused by the situations in the world today. But, if they read history, they can see the whys and how we can get out of it. It is important for teen-agers to know this. Americans must have thinking power to expound American ideas through the crusade for freedom. Democracy, education, and reading form a sequence no young person should overlook.

On-Time Incentives

It may be bribery, but it helps meetings start on time! That's the way two extension groups in Oregon feel about using "incentives" to encourage their members to be prompt.

Hospitality chairmen of Linn County home extension units decided that the best way to insure promptness at an afternoon session is to open the program by serving tea.

The Powell Butte home extension unit hit on a different scheme. At each meeting, all punctual members put their names in a hat. The lady whose name is drawn receives a small door prize.

The 4-H Quiz Show of the Air

GEORGE ALLEN, 4-H Club Agent, Plattsburg, N. Y.



The 4-H Quiz Show of the Air is on. The radio station provides the 4-H broadcaster buttons for each participant and a plaque for the winning club. A ball point pen inscribed with the member's name, the radio station, and the 4-H Club is provided for each of the 10 final contestants. There was especially keen competition in the last three rounds of last year's series.

THE "4-H Quiz Show of the Air" by Clinton County, N. Y. 4-H Club members and leaders over Station WIRY, Plattsburg, a weekly half-hour program, is receiving great ovation. This typical rural county in the north country of New York State, which only started club work on a county-wide basis in March 1946, is telling about club work in a big way.

Everyone listening, as well as those working with the program have caught the enthusiasm fever. The program is full of surprises and lots of fun for everyone.

The 4-H Quiz Show plans began after a 2-hour chat with Walter Petterson, treasurer and station manager. Every extension worker should meet this man. If ever in doubt as to the importance of your work, and the 4-H program, he'll tell you. After talking to him you'll have a new slant on the greatest youth program in the world.

One of the first things Mr. Petterson said was "We want something different than the usual 4-H radio program to get more people to listen. We have a story. Let's tell them!" Before we went very far we outlined the following points:

(1) Something different than the usual extension radio program to get more people to listen.

(2) Instill greater interest in club work by telling the public about all the activities.

(3) Give every 4-H'er an opportunity to broadcast over the radio.

(4) Produce a worth-while program which can be planned well in advance and not always need the direct supervision of the agent at one specific time.

(5) Increase enrollment by arousing the interest of other boys and girls.

(6) Let more people see the in-

side workings of radio broadcasting.

No flowers bloomed nor atoms exploded during the first hour and a half of our conference. As we were standing at the door of his office we thought of two more points for planning the program which were: (7) Get club members to learn more about 4-H Club Work in general and (8) Stress the importance of project information.

Then the simple act of playing 4-H songs and having the listening audience send in the names was mentioned. All of a sudden Mr. Petterson exclaimed "I've got it!" He immediately closed the door again and with renewed enthusiasm said "Let's have a 4-H Quiz Show." The conference lasted a half hour more and the telephone calls went into the night.

Not once has the thought of the show been dampened. It has already done more than was ever expected of a 4-H radio program. Members and leaders call and write for 4-H literature. Members not only have studied their project information as never before but they have been finding out more about the club organization in general.

In the first series, 30 of the 33 clubs participated with 211 different 4-H Club members actually broadcasting. Forty-three percent of the membership took an active part in the show and 70 percent of the membership visited the studio to see the program in action.

The program is completely unrehearsed. The quiz master asks questions on a project selected by the member and on general 4-H information. In the finals one club earned a perfect score of 300 with the competing club scoring 280.

The second series started September 29 at the request of the radio management, club members, leaders and the general public. In the rush of other activities, we might have discontinued the program had it not been for this popular interest. In the first month, 16 clubs and 80 different members participated. There is no doubt in the minds of the people of Clinton County about the "4-H Quiz Show of the Air."

Science Flashes



What's in the offing on scientific research, as seen by Ernest G. Moore
Agricultural Research Administration

Heavy Seeding Gives Better Stands

Cotton growers can get better stands by heavy seeding—a bushel or more per acre—in areas where rains tend to crust the soil. Through their combined efforts, the thickly planted cotton seedlings are better able to force their way through the soil crust. These are the conclusions of ARA and Texas scientists after experiments on the high plains of Texas. The trend in recent years has been to cut down on the rate of seeding in order to cut the labor cost of chopping. These findings point up the fact that the reduced seeding on heavy soils may be more costly in the long run because of poor stands or the necessity of replanting.

In the Texas tests, 20 days after seeding 54.6 percent of the seedlings planted one-half inch apart had emerged, whereas only 37.1 percent of those planted three inches apart were above ground. Disease killed more of the heavy seeded plants during the 20 days, but there were still 10 percent more of the close-spaced plants alive than of those spaced wide apart at planting time. Furthermore, in the thicker stands, the plants that survived were healthier, larger, and more vigorous.

Advertising Didn't Pay

Women like to buy fresh clean spinach put up in a plain transparent film bag so they can see what they're getting, according to a recent study by PMA and the Maryland Experiment Station. Spinach prepackaged in plain transparent film bags outsold spinach in similar transparent bags printed heavily with advertising words and de-

signs. The prepackaging plant that cooperated in the experiment would have saved about \$20,000 a year in printing costs by using plain bags.

The study also showed that prepackaged fresh kale outsold bulk kale even at about twice the retail price per edible pound. Prepackaged fresh spinach and frozen spinach together outsold bulk fresh spinach, although the prepackaged product sold for twice the price of the bulk. So it looks as if many housewives are willing to pay more for the extra services obtained in buying ready-to-cook spinach and kale than for the bulk greens.

Plants Get "Third Degree"

Have you ever watched your tomatoes die of wilt while your neighbor's crop grew to a rich harvest? Did you wonder why the two crops growing side by side reacted so differently to the same disease? Your county agent could have given you the answer—disease-resistant plants. He could also have told you that those plants had been given the "third degree" by research men and had come through with flying colors.

Sometimes the plants have multiple resistance; that is, they are resistant to more than one disease. Here is an example of the extreme tests to which ARA scientists subject promising varieties to find such plants. They transplanted 4,040 tobacco seedlings from 202 lines into greenhouse soil infested with black root rot. The plants that showed immunity to root rot were then heavily shaded and inoculated with blue mold. Survivors of this battle—now only 415—were set into the field and sprayed with wildfire bacteria following a moist, humid

night. The wildfire test served also for blackfire, since immunity to one insures immunity to the other. A few weeks later all the plants were inoculated with common tobacco mosaic. Finally, late in the summer they were subjected to a heavy natural infection of brown spot. After all this, the plants were checked for type. The season ended with 32 selections out of the original 4,040 plants—a total elimination of 99.2 percent. But think what the scientists had now: plants resistant to six diseases and of desirable type for breeding improved varieties.

Sweetening Made Cheaper

Hauling feed molasses to small commercial feed mixers in tank trucks instead of expensive barrels cuts the total cost of the molasses to the mixer by 25 percent. PMA marketing specialists, who conducted a recent study, say this represents a big saving to mixers of livestock feed and in turn to farmers who buy the feed. A substantial percentage of the country's commercial livestock feed is mixed by these small plants, often located in rural areas. With reductions in operating costs such as this, many small mixers can afford to install equipment for handling molasses.

Front Porches Wanted

If farm families in 12 North Central States had what they wanted in housing, about 90 per cent of the houses would have a porch, and many would have more than one.

This was brought out in a recent survey of farm family housing needs and preferences carried on by agricultural experiment stations in the 12 States in cooperation with the U. S. Department of Agriculture.



New President Takes Office

The new president of the National Home Demonstration Council, Jennie Williams of Banner, Wyo. takes office this month. She was elected at the last annual meeting at East Lansing, Mich. in August.

Taking office in the sixteenth year of the organization, Miss Williams plans soon to have the 1952 yearbook in the hands of all State home demonstration leaders, presidents of State home demonstration councils, and other key people.

The council will again sponsor National Home Demonstration Week. "We should like to make it a week in which every woman in the United States comes to a clearer understanding of what home demonstration work means to America, not only for the women actively engaged in it, but also for all those whose homes are indirectly benefited by it," she says.

The next national meeting will be held October 27-31, 1952, in Raleigh, N. C. The plans call for giving more prominence to the accomplishments of the member States because home improvements come primarily from knowing what neighbors are doing to make their homes better and happier. Miss Williams continues, "It is helpful to know how the various State councils adapt the program of the Cooperative Extension Service to solve their particular problems."

Pictures Link County Office With College

WHEN you enter a county extension office in Michigan in the near future you'll have no trouble learning that it's a part of the extensive educational program of Michigan State College.

For a large, framed and artistically designed picture will quickly reveal three views of Michigan State College buildings, the official seal of the Michigan Cooperative Extension Service, and this inscription:

"Scenes from the campus of Michigan State College, East Lansing, State headquarters of your county agricultural agent, home demonstration agent, and 4-H Club agent."

The extension administration is providing each extension office in the 83 counties with one of these signs for the main office wall. H. A. Berg, assistant extension director, who carried the idea to completion, reports:

"To many, our county extension offices are the front doors of Michigan State College. We've endeavored for some time to impress our county clerical staff members that they, too, are a part of one of the Nation's greatest educational institutions. This is our constant reminder of that tie between the county, the State, the State Land-Grant College, and the U. S. Department of Agriculture that is making extension work possible."

Berg credits origination of the idea to one of the county staff secretaries—Mrs. Leo (Clarabelle) Edwards of Ionia County. At one meeting the assistant director had with county secretaries at a district conference, Mrs. Edwards presented the idea.

Buildings selected for the 16 by 20-inch framed picture layout include: Agricultural Hall, where administrative and 4-H Club State headquarters are located; Home Economics, which houses the home economics extension staff; and Beaumont Tower, which marks the site of the first building in which

agriculture was taught as a science—the real birthplace of the land-grant college movement.

"These pictures, along with the metal signs outside county offices bearing the official extension seal; the use of the seal on bulletins, letterheads, and other printed matter are all a part of the long-range public relations program," Berg remarked.

State Song Book

THE music committee of the North Carolina Federation of Home Demonstration Clubs has decided to publish a song book, according to Ruth Current, State home demonstration agent.

The book will be known as the North Carolina Home Demonstration Song Book and will contain 64 songs of various types. It will be used to promote the music program now being conducted by the federation throughout the State.

Meeting at Durham, the committee discussed goals for the year and decided that an effort would be made to organize a home demonstration chorus in every county. Church music will be emphasized, and men, as well as women and boys and girls will be invited to participate.

The State committee, headed by Mrs. J. Paul Davenport of Pactolus, held its meeting in conjunction with North Carolina's first Rural Church Music School, sponsored by Durham County home demonstration clubs and attended by club women from Durham, Wake, Orange, Chatham, Granville, Franklin, and Vance counties.

The two-day school included discussions on problems facing the rural church in preparing music programs. Instruction was given by Mrs. Eugene L. Umstead and Mrs. George L. Lindsay, director and accompanist of the Durham County Home Demonstration Chorus.

Turkey Set Up Extension Service

(Continued from page 7)

ings include farmers as well as agricultural workers.

Most of the village teachers travel to their areas on horseback. The government loans them the money to buy a horse, pays them 50 lira (about \$18) a month for upkeep. They are required to maintain their animals "so as to set a good example to the farmers."

The village teachers have all completed formal education that would compare to a high school agricultural course. Kaza technicians and provincial directors are largely graduates of agricultural colleges.

Much in-service training is conducted on all levels. Courses are held in subject-matter methods on all major programs undertaken by Teknik Ziraat Teskilati. Gould has participated in many of these to explain the basic philosophy and functions of Extension.

"The interest and enthusiasm shown in these meetings is highly stimulating," Gould says. "After we have had a session their discussions are generally long and heated. I may not be able to understand all that is being said but from the translations and even more from the attitudes, I know they are threshing things out in their own minds.

"At one school I used the expression 'helping people to help themselves,' the phrase so familiar to us. It took considerable translation and explanation before they grasped this concept, but once they had it, it became almost the theme of their work from then on."

While the organization of the Turkish Teknik Ziraat Teskilati may be somewhat different from Extension, their methods are the same. The demonstration is the basis of the entire program, supplemented by field visits, exhibits, meetings, and in some areas radio talks and newspaper articles.

Because it is not possible for a man in Turkey to work with a group of village women, and because there are no trained women available, there is virtually no

home economics program. However, many Turkish leaders are beginning to feel the need for such work and it will doubtless develop as the program progresses.

"The continued growth of Teknik Ziraat Teskilati is almost a certainty in Turkey. Its expansion will be a big factor in increasing the quantity and quality of agricultural production, and in lifting the living standards of the Nation."

Point 4

(Continued from page 9)

Back there in the bush I learned many things. I went there to take new techniques, and found direct and startling evidence of the continuation of old culture. Colorful paintings on the walls of huts told their own story of fine craftsmanship and strong esthetic values. I realized that I had come to a people with skills of their own, worthy of the greatest respect. And I remembered, then, that back in the African bush the world's first

craftsmen in iron carried on their trade; smelting iron for weapons and utensils while Europe was still using stone. I found there unexpected encouragement—a feeling of assurance that the new techniques I had to offer would find a ready response among these agricultural people with a background of crafts.

Fat Quail and Big Fish

(Continued from page 10)

extension farm game specialist. R. H. Thompson is extension wildlife specialist in Pennsylvania. New York reports five specialists listed under the general title of conservation. Newly appointed, Robert K. Davis is the extension wildlife management specialist in Ohio.

Fish and game production are products of agricultural lands as are timber and livestock.

The main task in development of fish and wildlife resources is education—the teaching of all landowners to produce more game and fish through their own efforts.

Food for Needy Goes Overseas

Dedication of Friendship Food Ships at ceremonies in Chicago and Philadelphia during United Nations Week formally initiated the Christian Rural Overseas Program's 1951 appeal for 1,400 railroad cars of food to be distributed among needy people in 32 countries.

Aboard the freighter S.S. "Ornefjell" which served as the center of the Chicago ceremony was \$41,936 worth of food symbolizing the carloads moving from farm centers to seaport. The ship went to Bremen, Germany where it carried food for refugee camps, orphanages, hospitals and homes for the aged. Simultaneously, the freighter S.S. "Ferncape" in the port of Philadelphia provided the scene for the dedication of cargoes on three more ships sailing for Italy, Greece, the Holy Land, and India. A fifth ship left Houston, Tex. in November.

How the sharing of food by indi-

vidual farmers with the world's needy amounts to a substantial total has been demonstrated by CROP in its first 4 years. More than 5,400 carloads of various foods have been collected, sent abroad, and distributed through the three sponsoring agencies, among destitute people in 32 countries.



1952 Regional Extension Summer Schools

AT COLORADO A. & M.

(WESTERN REGION SCHOOL), JULY 21-AUGUST 8

Principles and techniques in extension education
Basic evaluation adapted to extension teaching
Principles in the development of agricultural policy
Principles in the development of youth programs
Psychology for extension workers
Organization and development of extension programs
*Contact: F. A. Anderson, Director of Extension,
A. and M. College, Fort Collins, Colo.*

AT CORNELL

(NORTHEASTERN REGION SCHOOL), JULY 7-25

Teaching in extension education
Extension evaluation
Leadership and group work
Extension work with 4-H Clubs and young adults
Extension's role in the field of public problems
Problems in home furnishing
Visual aids
*Contact: L. D. Kelsey, Professor, Extension Service,
Cornell University, Ithaca, N. Y.*

AT THE UNIVERSITY OF WISCONSIN

(CENTRAL REGION SCHOOL), JUNE 9-27

Consumer education in clothing
Organization and methods in adult extension work
4-H Club organization and procedure
Evaluation of extension work
Extension program development
Extension methods in public affairs
Sociology for extension workers
Extension communications
*Contact: E. A. Jorgensen, Professor of Agricultural
Education, College of Agriculture, Madison 6, Wis.*

AT PRAIRIE VIEW A. & M. COLLEGE

(REGIONAL NEGRO SCHOOL), JUNE 2-21

Extension methods
Psychology for extension workers
News, radio, and visual aids
Nutrition for extension workers
Evaluation for extension workers
*Contact: Ide P. Trotter, Dean, Graduate School, A and M.
College, College Station, Tex.*

AT THE UNIVERSITY OF ARKANSAS

(SOUTHERN REGION SCHOOL), JUNE 30-JULY 18

Extension's role in public problems
Developing extension programs
Psychology for extension workers
Extension supervision
Organization and programs for youth
Use of groups in extension work
*Contact: Lippert S. Ellis, Dean, College of Agriculture,
University of Arkansas, Fayetteville, Ark.*

*Photograph: One of the towers of the
War Memorial at Cornell University*

